**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 3 Week 2 Story Title: Pushing Up the Sky**

**Monday**- Use TE DI -12- 1) Preteach Phonics- Prefixes un, re, mis, dis- Write *unkind.* Say: *When I see a word like this, I break it into parts to read it.* Cover the prefix “un”. Say: *nI see the base word kind. I know what kind means.* Uncover the prefix. Say: *“Un” is a prefix that can mean “not”, so I know the word unkind means “not kind”.* Repeat the process with *reread* while explaining that the prefix “re” means “again”. Repeat with *misbehave,* & explain the prefix “mis” can mean “badly”. Repeat with *displeased,* & explain that the prefix “dis” can mean “not”. 2) Preview Decodable Reader 12: *Tigers in Trouble-* Read/discuss words: Review the words on Decodable Reader pg 89; blend the following story words: single, hollow, daylight, poach, & habits. Discuss the meaning of the words, too. 3) Preview Decodable Reader 12 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 12 orally to the students for fluency.

**Tuesday**- Use TE DI 14- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: antlers, imagined, languages, narrator, overhead, & poked. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *onstage* & model how to decode a compound word. Say: *I ask myself if I see any parts that I know. I see “on” at the beginning of the word & “stage” at the end. I know that a stage is a platform that actors stand on in front of an audience, so I can tell that onstage means “being on a platform in front of an audience”.* Continue with words: carved, totem, recorded, accommodate, familiar, suggested, redwoods, randomly, & jabbing. 3) Choral/Echo read typed version of Decodable Reader 12 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI- 16, 287, & 295- 1) Target Skill- Author’s Purpose- Discuss the meaning & examples. Use leveled reader The Elk Hunters & refer to pgs 3-4 (to inform) & 5-6 (to entertain); reread pgs & discuss Author’s Purpose. Reread pg 310 of Pushing Up the Sky & discuss the Author’s Purpose (to inform). 2) Target Strategy- Summariz3- review pg 304. Also reread pg 315 for Summarize. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 21- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 12 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.